

The intersection of gender and social origin in the labour market. Emerging differences over the educational trajectory

Simon Seiler | Barbara Zimmermann
Institute of Sociology
University of Bern

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Introduction

- > What leads to differences in occupational status by social origin and gender?
- > When in the educational trajectory do these differences emerge?

Theory I

> Inequalities by social origin and gender

- Primary and secondary effects of social origin (Bourdieu and Passeron 1971; Boudon 1974)
- Intersectionality (Crenshaw 1991; McCall 2005)

Theory II

> Intersectionality

- Origin: Black Feminism in the USA about 1990
- But: Idea already present in German educational research of the 1960ies with the artificial character of the «catholic working class girl from the countryside» (Dahrendorf, 1965)
- Considers multiple dimensions of inequality
- Not necessarily additive

Intersectionality in educational research

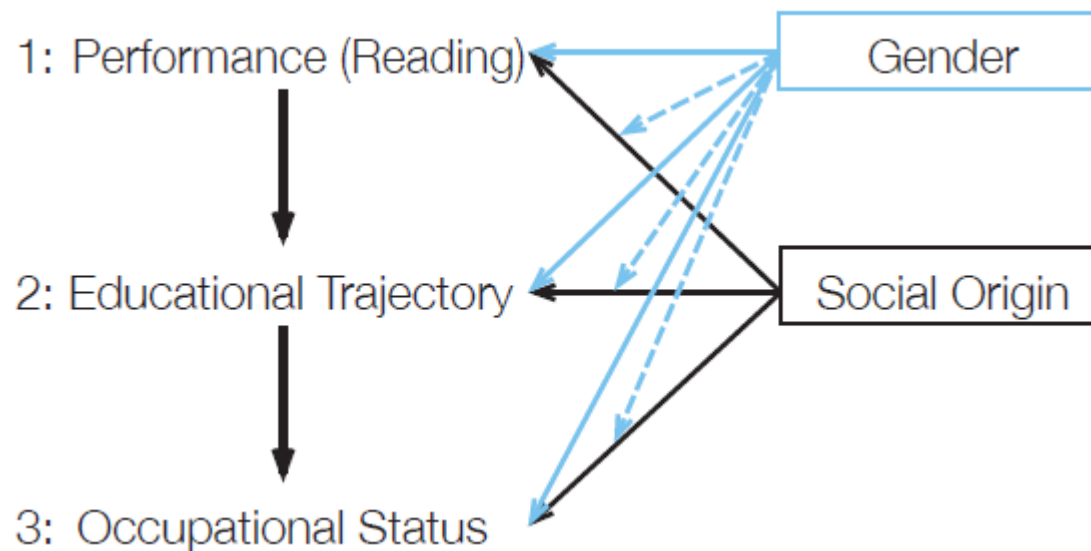
- > Educational expansion is gender specific (Becker & Müller 2011)

- > Reading skills: Gender more important than SES or migration
- > Maths skills: SES more important (Gottburgsen & Gross 2012)

- > Among low SES students white British achieve lower scores than ethnic minorities
- > No interactions between gender and SES (Strand 2014)

Data & Research Design I

> Analytic model



> Data

- PISA 2000
- TREE 1, Waves 1-9 (2001-2014)

Data & Research Design II

> Methods

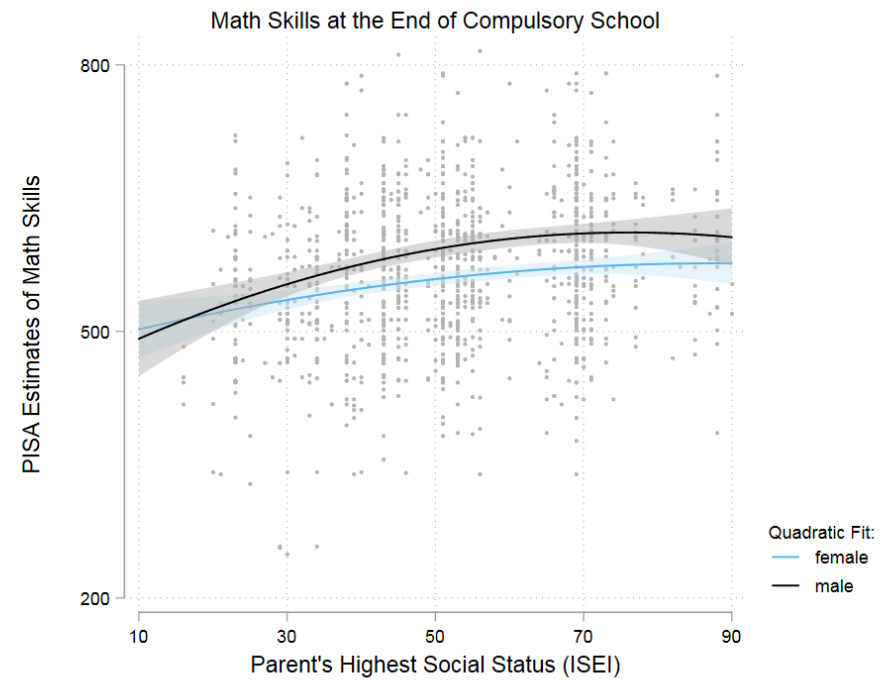
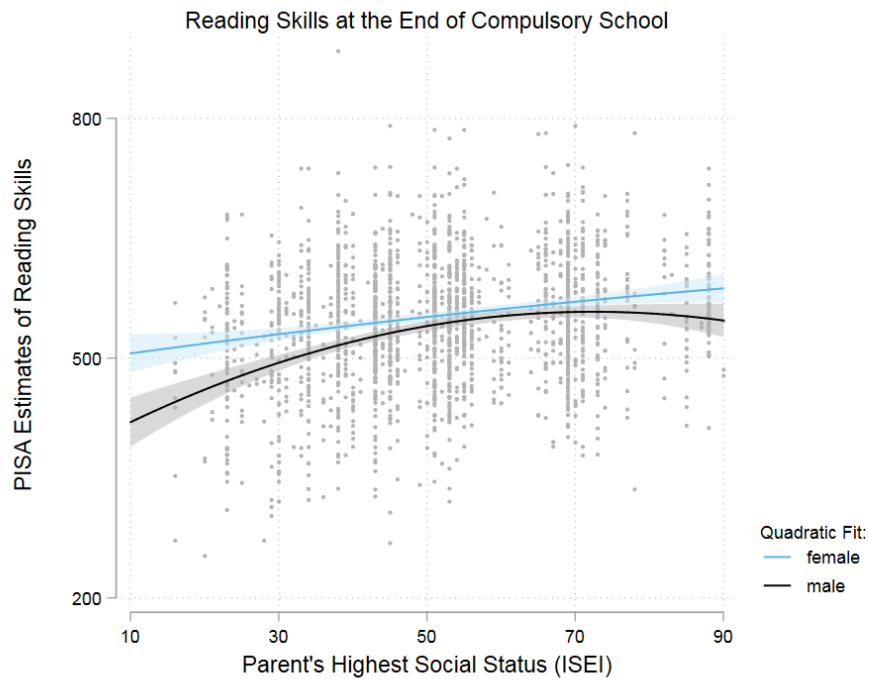
- Linear regressions (for effects on skills and occupational status)
- Sequence- & cluster-analyses (for educational trajectories)
- Multinomial logistic regressions
(for probabilities of belonging to a certain cluster)

- Example of an individual sequence



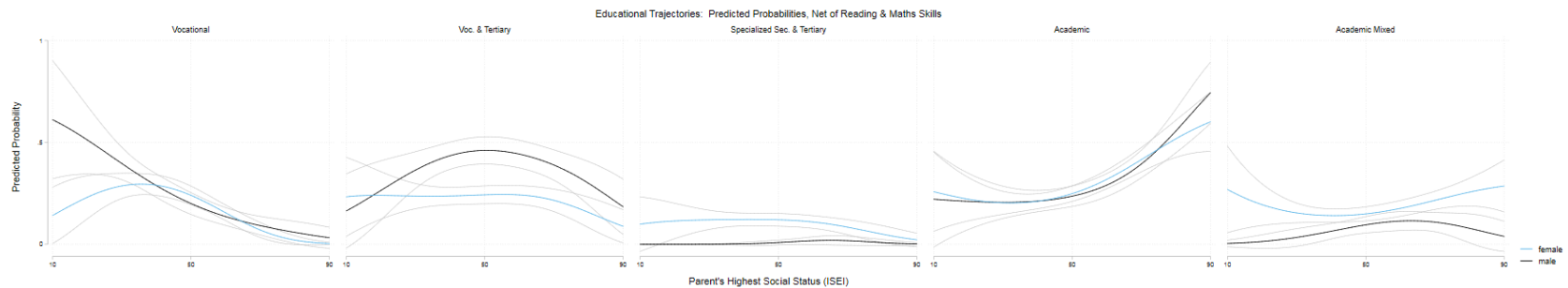
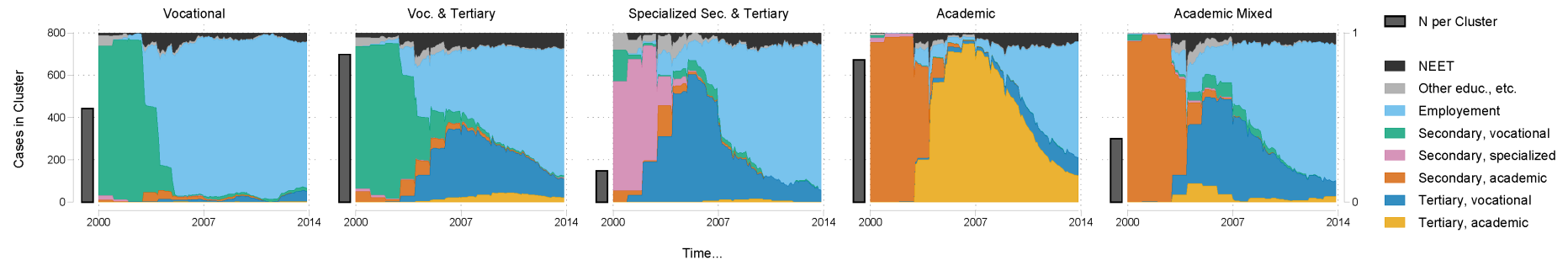
- A = Education B = Employment C = Unemployed

Results Step 1

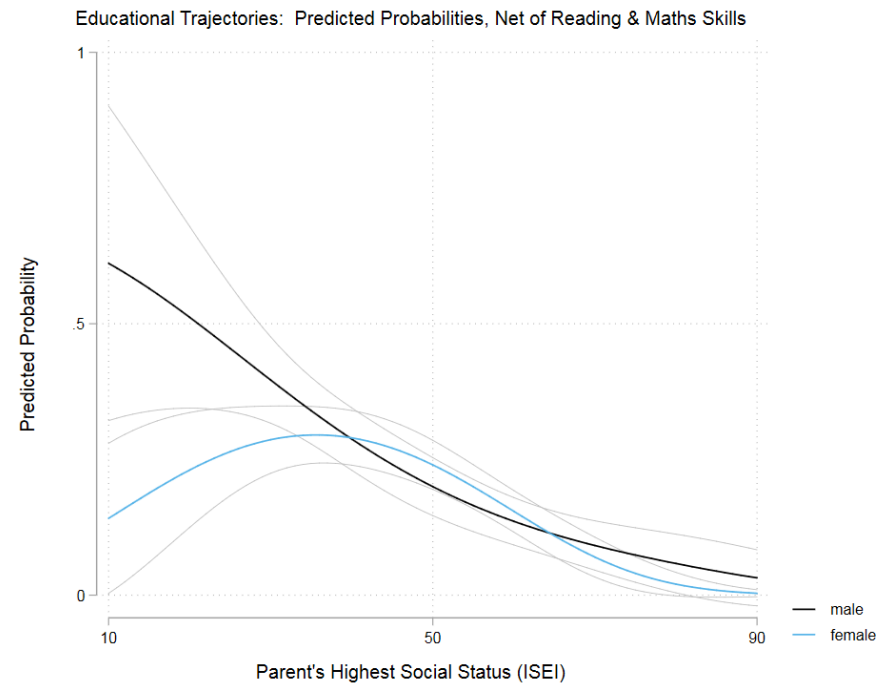
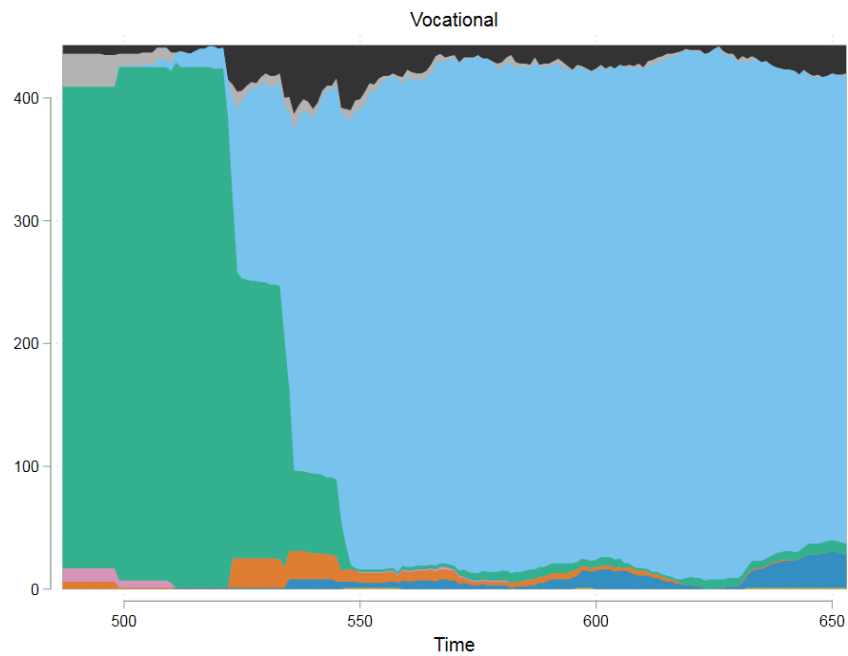


Results Step 2 (I)

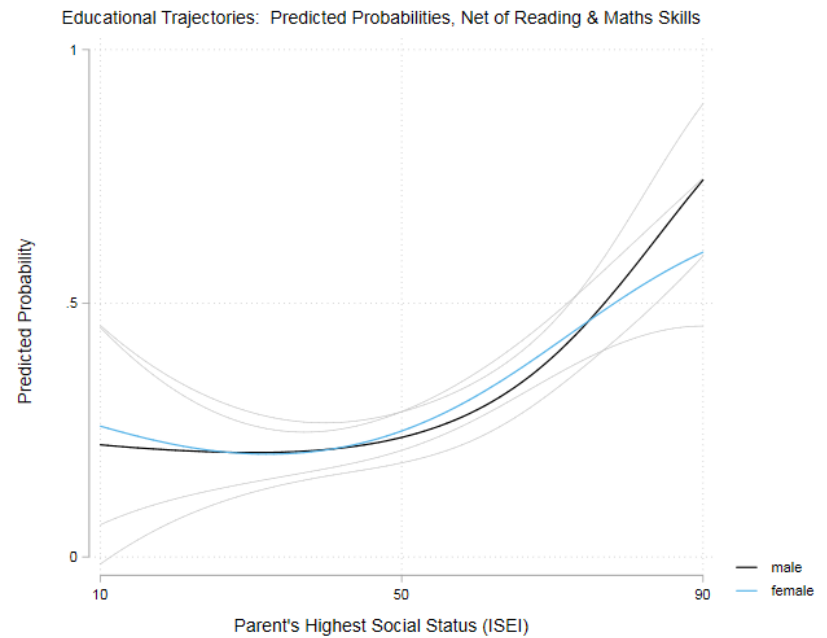
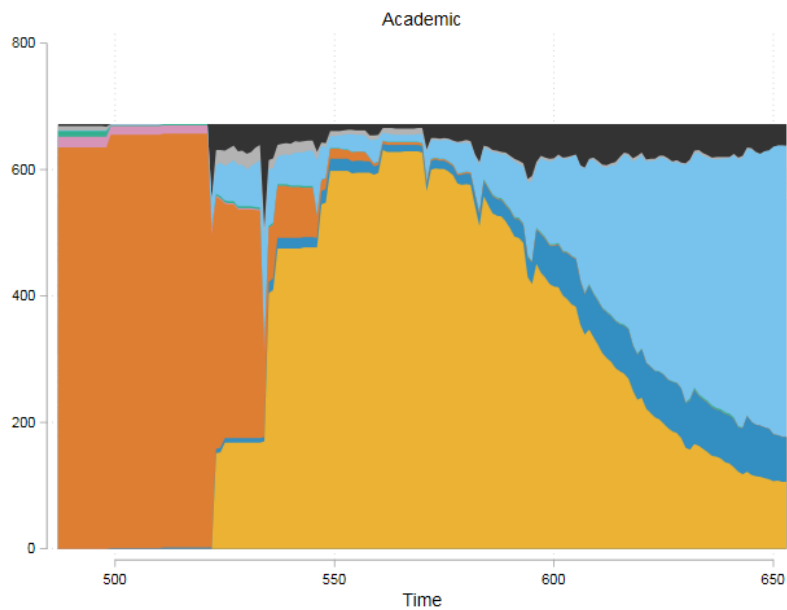
Clusters of Educational Trajectories



Results Step 2 (II)

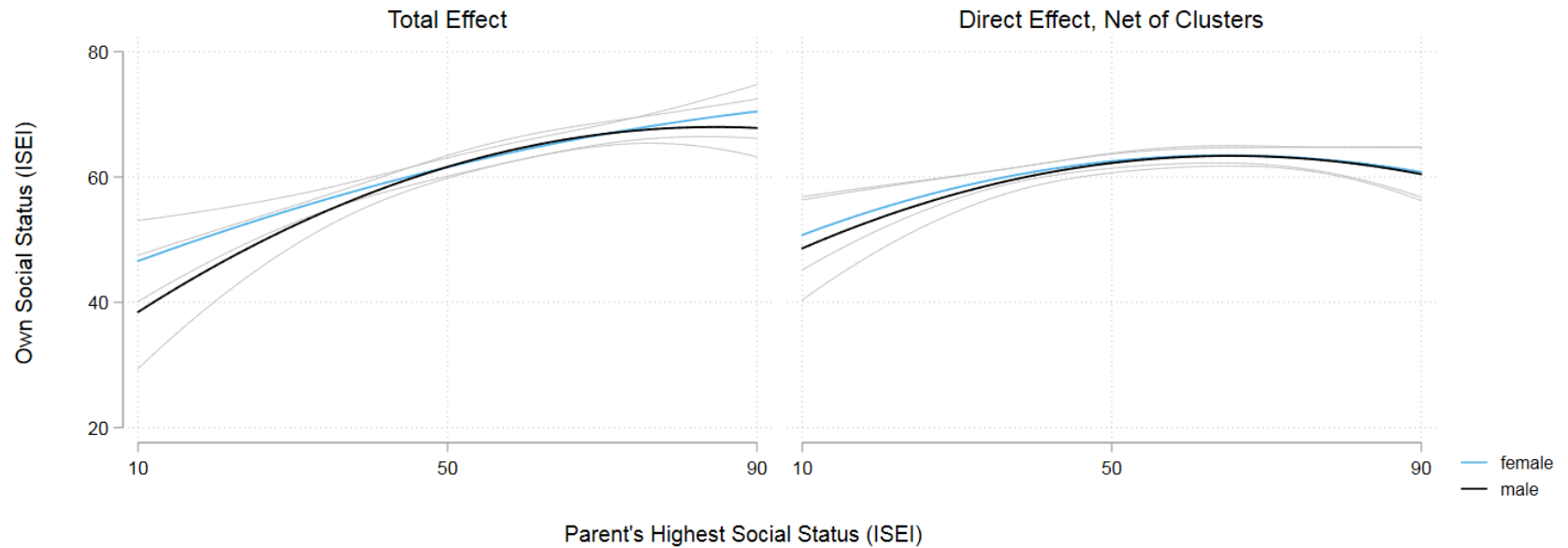


Results Step 2 (III)



Results Step 3

Effects on Social Status (ISEI) in 2014 (Age ~30)



Conclusion

- > Effects of gender and social origin on reading and mathematical skills.
- > Men overrepresented in vocational and women in specialized and academic secondary tracks.
- > Strong social origin effects on occupational status, mainly mediated through the choice of educational pathways.

Outlook & Discussion

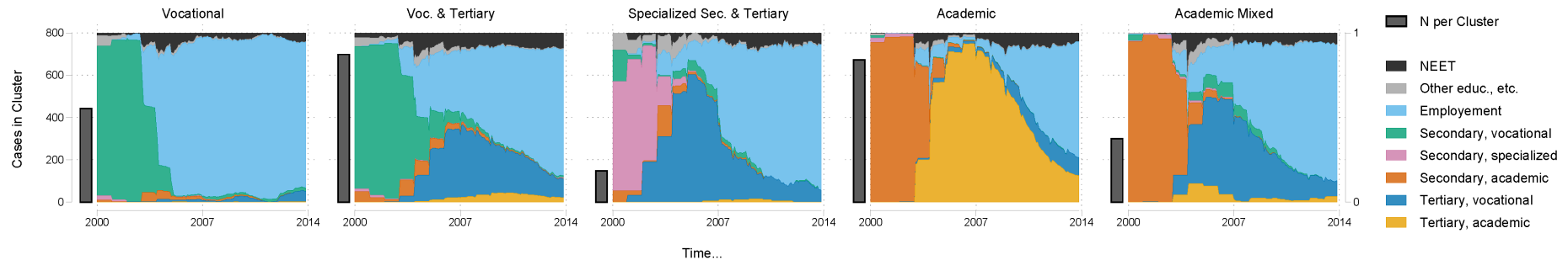
- > Why (not) using sequence analysis?
- > Comparison between clusters and interaction of begin and end of education (highest degree)
- > Expand intersectional approach to migration background
- > Transformation of educational outcomes and social status in other labour market outcomes, such as leadership positions and income?

Literature

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Results Step 3 (II)

Clusters of Educational Trajectories



Effects on Social Status (ISEI) in 2014 (Age ~30)

